



# GRADE 12 DIPLOMA EXAMINATION

English 33  
Part A: Written Response

June 1984

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**GRADE 12 DIPLOMA EXAMINATION  
ENGLISH 33**

**PART A: Written Response**

**GENERAL INSTRUCTIONS**

This examination consists of **THREE** sections. Complete **ALL** sections. Read the **WHOLE** examination before you begin to write. Budget your time carefully.

Total time: 2½ hours

The three sections of the test are as follows:

Section I: Personal Response to Literature  
Suggested time: 75 minutes (1¼ hours)  
Value: 50% of this examination  
Page 2

Section II: Functional Writing  
Suggested time: 45 minutes (<sup>3</sup>/<sub>4</sub> hour)  
Value: 30% of this examination  
Page 11

Section III: Critical Response to Visual Communication  
Suggested time: 30 minutes (<sup>1</sup>/<sub>2</sub> hour)  
Value: 20% of this examination  
Page 18

You may use a **DICTIONARY** and a **THESAURUS**

Space is provided for **PLANNING AND DRAFTING** and for **REVISED WORK**.

Please write your revised work in blue or black ink.

**DO NOT WRITE YOUR NAME ANYWHERE  
IN THE TEST BOOKLET**

**DUPLICATION OF THIS PAPER IN ANY MANNER, OR ITS USE FOR  
PURPOSES OTHER THAN THOSE AUTHORIZED AND SCHEDULED BY  
ALBERTA EDUCATION, IS STRICTLY PROHIBITED.**

**JUNE 1984**

## Section I: Personal Response to Literature

Read the excerpt below and complete the assignment that follows.

from **REMEMBER ME**

The village was not far from the [military] camp. It stood on the northern slope of a gradual hill and looked down over a broad, sweeping valley, patchworked with tiny hedged farms. On the south side of the hill was a deep forest. Through this forest wandered a lane that led to the unit's lines. On the brow of the hill, facing each other across a road, stood two tiny churches.

It was Christmas Eve. There was a dance in the church hall. The girls of the village were already there, waiting for the soldiers to arrive. Old women bustled about the hall with refreshments they had brought. From the centre of the ceiling a great Christmas bell hung suspended by paper ribbons. The three-piece orchestra tuned their instruments. The flat, broken music of their tuning carried out on the still night air and mingled with the thin, delicate sound of the bell from the [other] church.

As the soldiers came along the path through the forest they heard the church bell, muffled and delicate in the distance, like music from an old-fashioned music-box. Overhead, through the naked, silent trees, some stars twinkled in the north. The air was crisp and exhilarating, and the men walked briskly in little groups, talking and laughing.

And then, suddenly, in a shimmer of magic silver out of the night, snow began to fall. A faint whisper crept through the forest and a soft confining weight seemed to press down upon the earth. The men stopped still and, unbelieving, looked up into the fine swirling mantle. Across the mind of every man swept the ecstatic memory of the snowlands of his beloved Canada. With a wild quickening blood-beat they shouted for joy.

"Yi-pee! Yi-pee!"

"Snow! Snow! Look! Feel it!"

They danced in the roadway; they turned their faces to the sky to catch the soft melting crystals on their faces; they even stuck out their tongues and tasted it. Mad, like drunken men, they continued on their way, reeling, singing, shouting, and their uproar rolled through the night. Villagers standing at the crossroads heard them and watched them approach, and, frightened, drew back from them.

"Canadians!" a woman snorted, and turned her child away from them. But the child, wild-eyed with curiosity, peeked around at the men.

In the dance hall the girls and old women heard their shouting and singing as they approached.

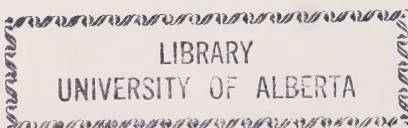
"The Canadians are coming!" someone shrieked.

"They're drunk. Hear them!"

. . . The night was half gone before the people realized that the Canadians were not drunk at all, but simply full of wild soaring spirit. Impossible for the [villagers], with their utter lack of emotionalism, to understand the wildness of the soldiers. Had anyone explained to them that there were on earth people to whom the miracle of falling snow brought a wild, unutterable happiness, they would have shaken their heads in complete mystification.<sup>1</sup>

*Edward Meade*

<sup>1</sup>mystification — bewilderment



## Section I: Personal Response to Literature Assignment

Everyone experiences intense joy at various times in his or her life. People express their feelings of joy in different ways. Some show their joy as do the soldiers in *Remember Me*; others keep their feelings inside or react more quietly. **Describe an occasion when you experienced intense joy, and describe how you behaved on that occasion.** Give enough specific detail so that the reader can share your experiences and feelings.

Be sure that the answers to the following questions can be found in your writing:

- What was the occasion?
- Why did the occasion give you joy?
- How did your feelings of joy affect your behavior?
- How do you feel about the occasion now that you are able to look back on it?

### Guidelines for Writing

You may present your ideas in any prose form that will make your writing interesting. For example, you might wish to present your ideas as a letter, a page from a journal, or a conversation. To develop your ideas you might wish to use description, anecdotes, definition, reason, examples, or any combination of these and other methods that would be suitable.



## Section I: Personal Response to Literature

### PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 6 and 8.

## Section I: Personal Response to Literature

## REVISED WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

There is additional space for Revised Work on pages 7 and 9.

**Section I: Personal Response to Literature**

**PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on page 8.



### REVISED WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

There is additional space for Revised Work on page 9.

**Section I: Personal Response to Literature**

**PLANNING AND DRAFTING**

## Section I: Personal Response to Literature

## REVISED WORK

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



**GO ON TO SECTION II**

## Section II: Functional Writing

### ASSIGNMENT

In this assignment you are required to write a letter of application.

You have just graduated from high school and you are looking for a full-time job. You have decided to answer the following advertisement from the June 12 edition of the *Exeter Gazette*. You want to be granted an interview, and eventually you hope to fill one of the positions being advertised.

#### WANTED: Full-Time Employees

**Brown's Department Store** requires energetic and pleasant young men and women to fill the following full-time positions:

Food Floor Cashiers  
Accounts Receivable Clerks  
Automotive Services Personnel  
Business Machines Sales Clerks  
Computer Operators for Inventory Department  
Fashion Consultant Trainees  
Sporting Goods Sales Clerks  
Travel Agent Trainees  
Hair Salon/Barber Shop Staff

On-the-job training will be provided. Applicants must be high school graduates with strong communication skills and the ability to work well with other people. Applicants should apply in writing indicating the position sought. Applicants should highlight those school and community activities, previous work experiences, and personal qualities and skills that make them strong candidates.

Excellent opportunities for advancement exist.

Apply in writing to

Mrs. Georgina Slate  
Personnel Department  
Brown's Department Store  
Box 1500  
Exeter, Alberta  
T6H 0Z0

Write a letter to Mrs. Georgina Slate in response to this advertisement. Use an appropriate tone when composing your letter. In your letter, show how your strengths, interests, and activities make you a good candidate for the position you seek.

NOTE: Correct business letter format has been provided. Sign your letter "Sincerely yours, Pat Jones." **DO NOT USE YOUR OWN NAME.**

## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**

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There is additional space for Planning and Drafting on pages 14 and 16.



## Section II: Functional Writing

## REVISED WORK

23 Pine Avenue  
Exeter, Alberta  
T6J 0D0

June 13, 1984

Mrs. Georgina Slate  
Personnel Department  
Brown's Department Store  
Box 1500  
Exeter, Alberta T6H 0Z0

Dear Mrs. Slate:

There is additional space for Revised Work on pages 15 and 17.

## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on page 16.

## Section II: Functional Writing

## REVISED WORK

[illegible]

There is additional space for Revised Work on page 17.



## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**

## Section II: Functional Writing

## REVISED WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

### Section III: Critical Response to Visual Communication

Examine the cartoon and answer the THREE questions that follow.

1. SON, THE NEIGHBORS ARE BEGINNING TO TALK. YOU'VE GOT TO GO OUTSIDE AND PLAY HOCKEY.
- BUT I DON'T LIKE HOCKEY.



2. WHAT'S THAT GOT TO DO WITH IT? DOES YOUR MOTHER LIKE CURLING? DO I LIKE GOLF? WE LIVE UP TO OUR RESPONSIBILITIES!
- BUT I DON'T WANT TO PLAY HOCKEY.



3. DO I WANT TO BELONG TO THE COMMUNITY CENTER? I GET ALONG! THAT'S PART OF BEING GROWN UP! LEARNING TO BE HAPPY AT DOING WHAT YOU DON'T WANT TO DO!
- BUT I HATE HOCKEY.



4. I'M GETTING IMPATIENT, SON! I HATE TENNIS! I HATE FOOTBALL! BUT DO NOT HATE HOCKEY!
- I DO HATE FOOTBALL.



5. GOOD! WE'LL COMPROMISE! I HATE FOOTBALL- QUIETLY. BUT GO OUT THERE AND PLAY HOCKEY!
- I- I'LL TRY, DAD.



6. HOW DID IT GO?
- I THINK I MIGHT HAVE BROUGHT HIM AROUND.



7. MAYBE WE WON'T HAVE TO MOVE.



From HOLD ME!, by Jules Feiffer, Copyright ©1960, 1961, 1962 by Jules Feiffer. Reprinted by permission of Jules Feiffer.



1. State TWO of the father's concerns as revealed by his words and actions. Support EACH statement with a specific detail from the cartoon. Answer in paragraph form.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

**NOTE: Four marks will be awarded for this question: 1 mark for each of the father's concerns (2 marks), and 1 mark for each supporting detail (2 marks).**

2. What is the son's attitude toward his father? Refer to TWO specific details in the cartoon that suggest this attitude. Answer in paragraph form.

[illegible]

**NOTE: Three marks will be awarded for this question: 1 mark for identifying the son's attitude, and 1 mark for each supporting detail (2 marks).**

3. How do you think the mother feels about the situation illustrated in the cartoon? Refer to TWO details in the cartoon to support your view. Answer in paragraph form.

[illegible]

**NOTE: Three marks will be awarded for this question: 1 mark for describing a feeling, and 1 mark for each supporting detail (2 marks).**

## CREDITS

Edward Meade. *Remember Me* (London: Faber and Faber Ltd. Publishers). As found in *Great Canadian Writing* by Claude Bissell (Toronto: The Canadian Centennial Publishing Co. Ltd. © 1966) p. 61.

Jules Feiffer, Cartoon “Son, the neighbors . . . have to move.” from *Hold Me!*  
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Grade 12 diploma examinations.

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